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ABSTRACT

This study comprised part of the evaluative research of the Experimental Schools Program (ESP) in Tacoma, Washington. Its purpose was to determine educators' perceptions of (a) the character of ESP schools, and (b) the extent of change in the district owing to ESP intervention. A questionnaire was developed concerning possible outcomes, services, and clientele. Some findings were as follows: (a) substantial consensus existed concerning the schools' domain; (b) the clientele dimension was clearly crystallized, the outcome dimension least crystallized, and the service dimension yielded the highest proportion of extreme responses; (c) the schools' domain included many features, although few were strongly pronounced; (d) strongly characteristic features were not unexpected or unusual; (e) less-pronounced features were not unexpected or unrealistic; (f) elementary school features were more sharply defined than those of secondary schools; (g) school level rather than sex accounted for most teacher differences; and (h) the general perspective was of a basically stable organization, subject to adjustments, and undergoing gradual transformation. (Extensive tables are included.) (PB)

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EDUCATORS' PERCEPTIONS OF SCHOOL DOMAIN CLAIMS

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EDUCATORS' PERCEPTIONS OF SCHOOL DOMAIN CLAIMS

Douglas R. Pierce

This paper sketches a research approach for mapping an organization's domain--the claims an organization stakes about what it will do: the outcomes it will produce, the populations or clientele it will serve, and the services it will render. Further, the paper illustrates the research technique's utility in mapping the domain of a school system.

Conceptual Orientation

The description of organizational domains is likely to contribute to understanding of organizational behavior. The claims which an organization stakes determine conditions of internal interdependence (linkages among organizational participants' actions) as well as external power/dependency relationships (the potency of an organization in relation to elements of its task environment, those parts of the environment which are relevant or potentially relevant to goal setting and goal attainment).* The extent of agreement among organizational participants about what the organization will do (and by implication, will not do), thus, influences resource requirements for attaining coordination and control of organizational action. Similarly, the extent to which others in the task environment respect the organization's domain claims influences the organization's capacity for disposing of outputs and procuring inputs.

The domain which an organization stakes out is interrelated with elements in its task environment. Changes in the task environment, thus, can be expected to be associated with changes in some elements within the domain of the organization. Comprehensive mapping of an organization's domain will attend to such dynamic characteristics, identifying domain elements which are in flux as well as domain elements not subjected to change.

Setting

The conceptual orientation sketched above led to the development of a research approach applicable to a school system which is being subjected to rather extensive evaluative research. This school system, one of the original three Experimental Schools Program (ESP) sites, serves about 8,000 K-12 students in 13 schools in a suburban area of Tacoma, Washington. The NIE-funded project provides the school district with about $5.5 million over the period of 1971-76

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*A helpful explanation of the construct of domain and of the social system's conceptual framework in which it is embedded is presented in James D. Thompson, Organizations in Action, McGraw-Hill Book Company, New York, 1967.

to effect comprehensive changes oriented toward providing an appropriate environment for optimal learning for each student. An external evaluation of the project is being conducted by a nine-person on-site team from the Northwest Regional Educational Laboratory, complemented by the work of the school district's internal evaluation team.

Evaluative Research Questions

The Experimental Schools Program was recognized as a new element in the task environment of the school system, hence likely to signal shift in some of the elements within the domain of the school system. A fundamental evaluative research question then was, what has become the character of the schools under the ESP intervention? A further question was, how extensively has the character of the district changed under impetus of the ESP intervention?

Methodology

The construct of domain is defined in terms of expectations about what the organization will and will not do in the future, grounded in perceptions of the past history and the present reality of the outcomes produced, the clientele served and the services rendered by the organization. For purposes of mapping, however, what the participants presently perceive the organization to be doing has a higher probability of approximating the domain of an organization than participants' stated future-oriented expectations, which are more likely to be confounded with individual ideologies and formal organizational goals, in addition to being rendered imprecise by the necessity of projecting into an uncertain future.

Development of instrumentation for domain mapping proceeded with writing a pool of items pertinent to possible outcomes of schooling, populations served or clientele of schooling, and services rendered by schools. Item sources included the taxonomy of educational objectives-cognitive domain, a handbook of attitude measurement, selected research studies, and professional knowledge possessed by the writer and research team colleagues.* The final version of a questionnaire which emerged following professional criticism and pilot testing yielded high internal consistency reliability coefficients, and data which are consistent

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*Benjamin S. Bloom (ed.), Taxonomy of Educational Objectives, Handbook I: Cognitive Domain, David McKay Company, Inc., New York, 1956; John P. Robinson and Phillip R. Shaver, Measures of Social Psychological Attitudes, revised edition, Survey Research Center, Institute for Social Research, The University of Michigan, Ann Arbor, 1973; James McPartland and Joyce L. Epstein, "Interim Report: School Organization and Student Outcomes: A Study of the Effects of Open-Environment Schools," Report No. 166, Center for Social Organization of Schools, The Johns Hopkins University, Baltimore, Maryland, December 1973.

with the understanding of the school system emerging from multiple research approaches being employed by the Northwest Regional Educational Laboratory team.

The questionnaire contained 64 items, 32 of which specified possible outcomes which might be produced by the schools, 21 of which specified possible services rendered by the schools, and 11 of which specified possible populations served or clientele of the schools. For each of these 64 items respondents were asked to indicate whether the item was highly characteristic of their school, moderately characteristic, slightly characteristic, slightly uncharacteristic, moderately uncharacteristic, or highly uncharacteristic of their school. Provision also was included for a respondent to indicate the lack of sufficient information to respond to an item. The total-sample frequency distribution of the responses to the items is shown in Table 1, "Domain Perceptions of the Franklin Pierce School District Professional Staff, Total Sample (N = 136)," attached.

The mapping was performed approximately midway through the five year project period. Comparable pre-project or beginning-project domain description against which the mid-project description could be compared to detect possible changes was lacking. However, as part of the research a card-sort technique was developed to investigate whether the mid-project domain was perceived to be changed or to have remained about the same as before the ESP intervention and, if changed, to what source the change was attributed.

To investigate the occurrence of change, each of the 64 items was typed on a 3" X 5" card. Immediately after each respondent had completed the questionnaire in an interviewer's presence, the respondent was asked to sort the deck of cards three times. The respondent first was asked to sort the cards into two piles: one, those in 1970-71 (pre-project) he or she would have rated either more or less characteristic; two, those he or she would have rated about the same. Next the respondent was asked to sort into two piles those items which he would have rated different in 1970-71: one, those which in 1970-71 were more emphasized and received higher priority; two, those which in 1970-71 were less emphasized and received lower priority. Finally, the respondent was asked to sort the cards once more into two piles: one, those which were a consequence of the ESP intervention; two, those which were not an ESP consequence. The total-sample frequency distribution of the responses to this card sort task is shown in Table 6, "Domain Stability and Change in the Franklin Pierce School District, Total Sample (N = 136)," attached (the complete report from which these tables are taken and upon which this presentation is based includes frequency distributions by various subgroups, statistical test results, additional materials and extended discussion).*

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*Referenced on cover page.

Responses were obtained from all of the principals and central office administrators and from one-third of the teachers in the school district, yielding a total sample of 136. The data collection occurred in late May and early June of 1974. The responses were displayed in frequency distributions and were subjected to non-parametric statistical tests to detect differences in response patterns between selected subgroups (the Mann-Whitney U Test and the Kruskal-Wallis Test for the responses to the questionnaire-type instruments, and the Chi Square Test for the card sort responses).

Findings Illustrating Usefulness of Research Approach

The following inferences supported by analyses of the responses illustrate the usefulness of this research approach:

1. There existed substantial consensus among the professional participants about the schools' domain; from the varied perspectives of elementary teacher, secondary teacher, and administrator, the response patterns were similar for slightly over half of the 64 specified domain items. This degree of commonality has important implications for the ordering of action within the system. The ordering of action by school district personnel in some directions and not in other directions is unlikely to entail strong friction or to demand exercise of highly visible and directive authority.

2. The clientele dimension of schooling was quite clearly crystallized, with the highest degree of consensus among the respondents. The outcome dimension was least crystallized or most vague and ambiguous, and the service dimension, while subject to the highest proportion of differences in response patterns among elementary teachers, secondary teachers and administrators regarding how characteristic or uncharacteristic the items were, yielded the highest proportion of extreme responses--indicating that this dimension was more sharply in focus for the participants. Further, the service dimension was most sharply impacted by the ESP intervention, yielding the highest proportion of responses in the category of items which have become more characteristic due to the ESP intervention.

3. The schools' domain includes many features with few of them strongly pronounced. The respondents perceived their schools to be producing multiple outcomes as varied as student ability to participate in recreational activities, awareness of environmental events and issues, and positive self-esteem. They saw their schools serving multiple clientele ranging from high-risk students to trade or vocational schools and to professional educators. They saw their schools rendering multiple services as diverse as providing success experiences for students, entertainment for the community, and practicum settings for teacher education students. Such a multi-faceted domain is unlikely to stimulate a highly distinctive institutional character.

4. Features which did stand out as strongly characteristic tend not to be unexpected or unusual. Too, relationships among them appear natural rather than imbalanced and startling. Producing in "regular" students the ability to recall facts, ideas and methods which are taught in classroom group settings, thus, appeared markedly characteristic of these schools. However, these features do not dwarf the services of individualized instruction and the use of varied instructional techniques, serving the clientele of high-risk and "special education" students, and producing in students the outcomes of inclination to express ideas and feelings and to be open-minded.

5. Features which emerged as less crystallized or pronounced, evident in the background and not unimportant, tend not to be unexpected or to appear unrealistic. Higher order or more complex thinking and valuing processes in students emerged as such outcomes, along with serving such clientele as gifted students as well as low self-concept and transient students, and such services as attending to students' needs for counseling about personal problems and providing opportunities for student involvement in curriculum development. Non-student clientele, while not rejected as illegitimate, tended not to be prominent; the local community, thus, was regarded as a rather marginal clientele, and the status of parents as a clientele was regarded as only slightly more characteristic, having attained such status under impetus of the ESP intervention only in the eyes of the bare majority of the respondents. Further, the schools' contribution to general social stability was seen as more characteristic than was the schools' contribution to general social changefulness.

6. The features of the elementary schools (in contrast to the secondary schools) stood out with more directness and immediacy, sharper in definition and warmer in color. The elementary teachers were rather optimistic about the ESP intervention's contribution to change, as they tended more than statistically expected to grant credit to ESP for making it more characteristic of their schools to produce outcomes such as positive self-esteem, to serve clientele such as high-risk students, and to render services such as diagnostic placement and teaching. Further, the elementary teachers tended to see such outcomes, clientele and services as rather highly characteristic of their schools, while the secondary teacher responses tended toward the "slightly characteristic" range of the continuum. Thus the elementary schools rather than the secondary schools generated a more heightened sense of openness to environmental influences and developmental changes. The administrators' responses tended to resemble those of the elementary teachers more frequently than of the secondary teachers--reflecting optimism and openness to environmental influences for the total system.

7. School level rather than sex accounted for most of the teacher differences. Analyses pertinent to respondents' sex tended mainly to confirm the differences described above between elementary teachers and secondary teachers.

8. The general perspective does not convey an impression of highly dynamic movement, but neither does it appear static. Response patterns regarding

domain stability or change were similar for elementary teachers, secondary teachers, and administrators on about two-thirds of the items. The responses, however, tended not to be highly concentrated in individual categories, but rather to be distributed among multiple categories, with the preponderance in the two categories of "stable, no significant variation" (43.5 percent) and "changed, more characteristic due to the ESP intervention" (33.8 percent). Thus one gets a sense of a generally stable organization, subject to adjustments among its components and undergoing gradual transformation. Such transformation and adjustment processes appear in keeping with modifications of the organization's environment.

Evaluation Implications

The comparison of mid-project domain perceptions against the recall of pre-project domain perceptions did generate a map showing changes in some elements of the school system domain under impetus of the ESP intervention. The image as sketched above complements and is generally consonant with the understanding of the school system emerging from multiple research approaches being employed by the Northwest Regional Educational Laboratory team.

Research Implications

What limitations, refinements, extensions, and applications of this research approach warrant consideration? First, further work is likely to yield a more sensitive and useful set of domain items. Second, development of subscales from the items, complemented by multivariate statistical procedures, would facilitate data analyses. Third, application of the research approach in comparative studies, possibly with a broader population of participants, should contribute to a more generalized understanding of organizational domains. Fourth, repeated mappings during periods of task environment shifts and organizational development should contribute to the understanding of organization-task environment relationships.

Table 1. Domain Perceptions of the Franklin Pierce School District Professional Staff, Total Sample (N=136)

Part A. Possible Populations (Clientele) Served by Schooling.

Items for which there was not significant variation among elementary level teachers, secondary level teachers, and administrators in response patterns regarding perceptions about the degree to which they were characteristic or uncharacteristic:

	6		5		4		3		2		1		0	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
"Regular" Students*	48	35.3	53	39.0	19	14.0	7	5.1	6	4.4			3	2.2
"Special Education" Students	41	30.1	50	36.8	22	16.2	12	8.8	7	5.1	2	1.5	2	1.5
High-Risk Students	33	24.3	54	39.7	24	17.6	12	8.8	10	7.4	1	0.7	2	1.5
Professional Educators	32	23.5	47	34.6	35	25.7	7	5.1	6	4.4	3	2.2	6	4.4
Transient Students	25	18.4	29	21.3	31	22.8	21	15.4	13	9.6	7	5.1	10	7.4
Colleges Or Universities	21	15.4	39	28.7	29	21.3	10	7.4	8	5.9	11	8.1	18	13.2
Low Self-Concept Students	18	13.2	41	30.1	32	23.5	23	16.9	11	8.1	4	2.9	7	5.1
Gifted Students	13	9.6	27	19.9	44	32.4	19	14.0	25	18.4	3	2.2	5	3.7
Local Community	11	8.1	32	23.5	48	35.3	16	11.8	12	8.8	6	4.4	11	8.1

Items for which there was significant variation among elementary level teachers, secondary level teachers, and administrators in response patterns as above:

Trade or Vocational Schools	17	12.5	25	18.4	26	19.1	16	11.8	12	8.8	17	12.5	23	16.9
Parents	13	9.6	39	28.7	38	27.9	24	17.6	10	7.4	4	2.9	8	5.9

6 - Highly characteristic 5 - Moderately characteristic 4 - Slightly characteristic 3 - Slightly uncharacteristic
2 - Moderately uncharacteristic 1 - Highly uncharacteristic 0 - Insufficient information to respond

*Refer to appendix A for complete item statements on the instruments.

Part B. Possible Services Rendered in Association with Schooling.

Items for which there was not significant variation among elementary level teachers, secondary level teachers, and administrators in response patterns:

	6		5		4		3		2		1		0	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Instruction In Classroom Groups	59	43.4	47	34.6	18	13.2	6	4.4	4	2.9			2	1.5
Evaluators Access To Observational Settings	56	41.2	46	33.8	11	8.1	9	6.6	3	2.2	1	0.7	10	7.4
Practicum Settings For Education Students	56	41.2	42	30.9	24	17.6	6	4.4			4	2.9	4	2.9
Variation In Instructional Technique	45	33.1	55	40.4	25	18.4	3	2.2	6	4.4	2	1.5		
Individualized Instruction	38	27.9	64	47.1	19	14.0	11	8.1	2	1.5			2	1.5
Settings For Testing Of Instructional Materials Or Equipment	22	16.2	40	29.4	21	15.4	13	9.6	8	5.9	8	5.9	24	17.6
Counseling About Personal Problems	18	13.2	42	30.9	27	19.9	24	17.6	10	7.4	7	5.1	8	5.9
Accelerated Completion Of Classes	18	13.2	39	28.7	27	19.9	17	12.5	14	10.3	16	11.8	5	3.7
Student Involvement In Curriculum Development	3	2.2	10	7.4	34	25.0	24	17.6	31	22.8	26	19.1	8	5.9

Part B (continued)

Items for which there was significant variation among elementary level teachers, secondary level teachers, and administrators in response patterns:

	6		5		4		3		2		1		0	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Entertainment For The Community	46	33.8	40	29.4	31	22.8	7	5.1	2	1.5	8	5.9	2	1.5
Success Experiences	36	26.5	50	36.8	24	17.6	16	11.8	4	2.9	2	1 5	4	2.9
Parents Informed About Schooling	36	26.5	47	34.6	24	17.6	15	11.0	6	4.4	4	2.9	4.	2.9
Prov[illegible] Students Program Options	34	25.0	43	31.6	29	21.3	11	8.1	12	8.8	4	2.9	3	2.2
Diag[illegible] Placement And Teaching	29	21.3	49	36.0	30	22.1	17	12.5	7	5.1			4	2.9
Student Part-Time Work Experience	28	20.6	34	25.0	24	17.6	8	5.9	8	5.9	23	16.9	11	8.1
Vary School Attendance Patterns	28	20.6	27	19.9	19	14.0	12	8.8	11	8.1	33	24.3	6	4.4
Parent Participation In School Activities	24	17.6	40	29.4	27	19.9	16	11.8	17	12.5	7	5.1	5	3.7
Counseling About Academic Planning	19	14.0	37	27.2	29	21.3	27	19.9	9	6.6	9	6.6	6	4.4
Counseling About Career Planning	18	13.2	25	18.4	27	19.9	19	14.0	21	15.4	14	10.3	12	8.8
Recreational Opportunities For The Community	18	13.2	22	16.2	24	17.6	21	15.4	17	12.5	23	16.9	11	8.1
Parent Involvement In Decisions About Schooling	17	12.5	30	22.1	35	25.7	15	11.0	21	15.4	10	7.4	8	5.9

Part C. Possible Products or Outcomes of Schooling.

Items for which there was not significant variation among elementary level teachers, secondary level teachers, and administrators in response patterns:

	6		5		4		3		2		1		0	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Ability To Participate In Recreation	54	39.7	54	39.7	15	11.0	7	5.1	2	1.5			4	2.9
Inclination To Express Ideas	41	30.1	52	38.2	25	18.4	8	5.9	3	2.2	1	0.7	6	4.4
Inclination to Express Emotions	29	21.3	54	39.7	25	18.4	9	6.6	9	6.6	3	2.2	7	5.1
Awareness Of Environmental Issues	23	16.9	60	44.1	29	21.3	13	9.6	7	5.1	1	0.7	3	2.2
Open-Mindedness	22	16.2	58	42.6	32	23. 5	10	7.4	3	2.2	2	1.5	9	6.6
Social Stability	21	15.4	53	39.0	37	27.2	12	8.8	2	1.5	2	1.5	9	6.6
Ability To Recall Facts, Ideas And Methods	11	8.1	64	47.1	39	28.7	11	8.1	4	2.9			7	5.1
Awareness Of International Issues	11	8.1	39	28.7	38	27.9	23	16.9	8	5.9	5	3.7	12	8.8
Tolerance Of Ambiguity	9	6.6	32	23.5	50	36.8	20	14.7	10	7.4	2	1.5	13	9.6
Social Changefulness	7	5.1	38	27.9	40	29.4	24	17.6	11	8.1	2	1.5	14	10.3
Ability To Make Realistic Judgments	7	5.1	31	22.8	47	34.6	19	14.0	12	8.8	2	1.5	18	13.2
Intellectual Value System	6	4.4	33	24.3	43	31.6	28	20.6	8	5.9	2	1 5	16	11.8
Ability To Evaluate Materials, Ideas And Processes	5	3.7	23	16.9	53	39.0	26	19.1	5	3.7	4	2.9	20	14.7
Ability To Use Abstractions	4	2.9	37	27.2	40	29.4	24	17.6	11	8.6			20	14.7
Anxiety	3	2.2	28	20.6	35	25.7	22	16.2	27	19.9	10	7.4	11	8.1
Ability To Synthesize Materials, Ideas And Processes	1	0.7	35	25.7	36	26.5	29	21.3	13	9.6	3	2.2	19	14.0

Part C (continued)

Items for which there was significant variation among elementary level teachers, secondary level teachers, and administrators in response patterns:

	6		5		4		3		2		1		0	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teachers' Professional Development	48	35.3	46	33.8	30	22.1	8	5.9	1	0.7	3	2.2		
Administrators' Professional Development	25	18.4	30	22.1	22	16.2	11	8.1	8	5.9	5	3.7	35	25.7
Positive Attitudes Toward School	24	17.6	51	37.5	32	23.5	15	11.0	6	4.4	3	2.2	5	3.7
Positive Self-Esteem	20	14.7	42	30.9	43	31.6	13	9.6	7	5.1	3	2.2	7	5.1
Ability To Comprehend Facts, Ideas And Methods	18	13.2	63	46.3	36	26.5	11	8.1	4	2.9			4	2.9
Progress Toward Choice Of Career	18	13.2	30	22.1	35	25.7	17	12.5	11	8.1	7	5.1	18	13.2
Acceptance Of Established Authority	14	10.3	53	39.0	29	21.3	19	14.0	15	11.0	2	1.5	4	2.9
Interpersonal Competence	14	10.3	48	35.3	42	30.9	16	11.8	3	2.2	3	2.2	10	7.4
Sense Of Responsibility	14	10.3	47	34.6	38	27.9	18	13.2	10	7.4	2	1.5	7	5.1
Satisfactory Performance In Standard Curriculum	13	9.6	56	41.2	25	18.4	16	11.8	6	4.4	1	0.7	19	14.0
Intellectual Curiosity	13	9.6	49	36.0	39	28.7	17	12.5	5	3.7	3	2.2	10	7.4
Entry Level Occupational Skills	11	8.1	28	20.6	23	16.9	22	16.2	12	8.8	11	8.1	29	21.3
Ability To Analyze Materials, Ideas And Processes	8	5.9	36	26.5	43	31.6	28	20.6	5	3.7	2	1.5	14	10.3
Self-Reliance	7	5.1	34	25.0	39	28.7	23	16.9	13	9.6	6	4.4	14	10.3
Inclination To Manipulate Others	2	1.5	28	20.6	25	18.4	35	25.7	21	15.4	12	8.8	13	9.6
Alienation			12	8.8	20	14.7	29	21.3	43	31.6	23	16.9	9	6.6

Table 6. Domain Stability and Change in the Franklin Pierce School District, Total Sample (N = 136)

Part A. Possible Populations (Clientele) Served by Schooling

Items for which there was not significant variation in stability/change perceptions among elementary level teachers, secondary level teachers, and administrators in response patterns:

	1		2		3		4		5		0	
	N	%	N	%	N	%	N	%	N	%	N	%
Colleges or Universities*	78	57.4	13	9.6	6	4.4	6	4.4	11	8.1	22	16.2
Local Community	65	47.8	46	33.8	3	2.2	6	4.4	7	5.1	9	6.6
Transient Students	63	46.3	49	36.0	7	5.1	1	0.7	7	5.1	9	6.6
"Special Education" Students	47	34.6	37	27.2	32	23.5	5	3.7	13	9.6	2	1.5
Professional Educators	41	30.1	77	56.6	9	6.6	2	1.5	2	1.5	5	3.7

Items for which there was significant variation in stability/change perceptions among elementary level teachers, secondary level teachers, and administrators in response patterns:

"Regular" Students	65	47.8	50	36.8	6	4.4	5	3.7	7	5.1	3	2.2
Trade or Vocational Schools	57	41.9	35	25.7	15	11.0	3	2.2	3	2.2	23	16.9
Gifted Students	52	38.2	51	37.5	8	5.9	7	5.1	12	8.8	6	4.4
Parents	49	36.0	65	47.8	6	4.4	4	2.9	4	2.9	8	5.9
Low Self-Concept Students	44	32.4	69	50.7	11	8.1	3	2.2	3	2.2	6	4.4
High-Risk Students	22	16.2	88	64.7	17	12.5	2	1.5	5	3.7	2	1.5

1 = Stable: not perceived differently prior to ESP than midway in the project.

2 = Changed: more characteristic in 1974 than in 1970-71, with change attributed to ESP intervention.

3 = Changed: more characteristic in 1974 than in 1970-71, with change attributed to events other than the ESP intervention.

4 = Changed: less characteristic in 1974 than in 1970-71, with change attributed to ESP intervention.

5 = Changed: less characteristic in 1974 than in 1970-71, with change attributed to events other than the ESP intervention.

0 = Insufficient information; lack information to respond.

*Refer to Appendix A for complete item statements on the cards.

Table 6. Domain Stability and Change in the Franklin Pierce School District, Total Sample (N = 136)

Part B. Possible Services Rendered in Association with Schooling

Items for which there was not significant variation in stability/change perceptions among elementary level teachers, secondary level teachers, and administrators in response patterns:

	1		2		3		4		5		0	
	N	%	N	%	N	%	N	%	N	%	N	%
Entertainment for the Community	100	73.5	20	14.7	8	5.9	1	0.7	5	3.7	2	1.5
Recreational Opportunities for the Community	100	73.5	11	8.1	8	5.9	1	0.7	5	3.7	11	8.1
Counseling about Personal Problems	92	67.6	19	14.0	13	9.6	1	0.7	4	2.9	7	5.1
Student Involvement in Curriculum Development	84	61.8	33	24.3	3	2.2	5	3.7	3	2.2	8	5.9
Practicum Settings for Education Students	83	61.0	31	22.8	8	5.9	4	2.9	8	5.9	2	1.5
Instruction in Classroom Groups	71	52.2	32	23.5	12	8.8	12	8.8	8	5.9	1	0.7
Counseling About Career Planning	69	50.7	32	23.5	16	11.8	3	2.2	3	2.2	13	9.6
Accelerated Completion of Classes	39	28.7	77	56.6	4	2.9	7	5.1	4	2.9	5	3.7
Parents Informed About Schooling	38	27.9	72	52.9	12	8.8	5	3.7	4	2.9	5	3.7
Settings for Testing of Instructional Materials or Equipment	33	24.3	70	51.5	5	3.7	5	3.7	0	0.0	23	16.9
Variation in Instructional Technique	20	14.7	103	75.7	12	8.8	0	0.0	1	0.7	0	0.0
Providing Students Program Options	16	11.8	108	79.4	7	5.1	1	0.7	3	2.2	1	0.7
Evaluators Access to Observational Settings	11	8.1	106	77.9	4	2.9	3	2.2	2	1.5	10	7.4
Individualized Instruction	6	4.4	122	89.7	6	4.4	2	1.5	0	0.0	0	0.0

Table 6. Domain Stability and Change in the Franklin Pierce School District, Total Sample (N = 136)

Part B. Possible Services Rendered in Association with Schooling (cont.)

Items for which there was significant variation in stability/change perceptions among elementary level teachers, secondary level teachers, and administrators in response patterns:

	1		2		3		4		5		0	
	N	%	N	%	N	%	N	%	N	%	N	%
Counseling About Academic Planning	89	65.4	25	18.4	10	7.4	0	0.0	3	2.2	9	6.6
Vary School Attendance Patterns	53	39.0	69	50.7	6	4.4	2	1.5	0	0.0	6	4.4
Parent Participation in School Activities	48	35.3	62	45.6	14	10.3	6	4.4	2	1.5	4	2.9
Parent Involvement in Decisions about Schooling	47	34.6	65	47.8	9	6.6	4	2.9	4	2.9	7	5.1
Student Part-Time Work Experience	34	25.0	72	52.9	14	10.3	2	1.5	2	1.5	12	8.8
Diagnostic Placement and Teaching	29	21.3	85	62.5	13	9.6	1	0.7	4	2.9	4	2.9
Success Experiences	25	18.4	91	66.9	14	10.3	1	0.7	2	1.5	3	2.2

Table 6. Domain Stability and Change in the Franklin Pierce School District, Total Sample (N = 136)

Part C. Possible Products or Outcomes of Schooling

Items for which there was not significant variation in stability/change perceptions among elementary level teachers, secondary level teachers, and administrators in response patterns:

	1		2		3		4		5		0	
	N	%	N	%	N	%	N	%	N	%	N	%
Ability to Recall Facts, Ideas and Methods	91	66.9	27	19.9	1	0.7	6	4.4	5	3.7	6	4.4
Inclination to Manipulate Others	86	63.2	12	8.8	10	7.4	11	8.1	7	5.1	10	7.4
Social Stability	85	62.5	17	12.5	13	9.6	3	2.2	8	5.9	10	7.4
Ability to Comprehend Facts, Ideas and Methods	82	60.3	39	28.7	7	5.1	4	2.9	1	0.7	3	2.2
Ability to Synthesize Materials, Ideas and Processes	76	55.9	37	27.2	5	3.7	2	1.5	2	1.5	14	10.3
Tolerance of Ambiguity	72	52.9	33	24.3	13	9.6	2	1.5	4	2.9	12	8.8
Alienation	70	51.5	7	5.1	10	7.4	24	17.6	15	11.0	10	7.4
Acceptance of Established Authority	68	50.0	15	11.0	9	6.6	12	8.8	26	19.1	6	4.4
Social Changefulness	68	50.0	28	20.6	19	14.0	2	1.5	5	3.7	14	10.3
Ability to Analyze Materials, Ideas and Processes	67	49.3	46	33.8	5	3.7	3	2.2	2	1.5	13	9.6
Ability to Make Realistic Judgments	64	47.1	40	29.4	11	8.1	3	2.2	1	0.7	17	12.5
Self-Reliance	64	47.1	48	35.3	8	5.9	3	2.2	2	1.5	11	8.1
Awareness of International Issues	62	45.6	34	25.0	21	15.4	4	2.9	4	2.9	11	8.1
Anxiety	61	44.9	14	10.3	16	11.8	22	16.2	13	9.6	10	7.4
Ability to Participate in Recreation	57	41.9	62	45.6	10	7.4	1	0.7	3	2.2	3	2.2
Intellectual Curiousity	54	39.7	56	41.2	10	7.4	3	2.2	4	2.9	9	6.6
Progress of Choice of Career	51	37.5	52	38.2	13	9.6	1	0.7	2	1.5	17	12.5
Sense of Responsibility	50	36.8	44	32.4	8	5.9	9	6.6	17	12.5	8	5.9
Open-Mindedness	44	32.4	53	39.0	21	15.4	4	2.9	6	4.4	8	5.9
Inclination to Express Ideas	44	32.4	55	40.4	25	18.4	5	3.7	1	0.7	6	4.4

Table 6. Domain Stability and Change in the Franklin Pierce School District, Total Sample (N = 136)

Part C. Possible Products or Outcomes of Schooling (cont.)

	1		2		3		4		5		0	
	N	%	N	%	N	%	N	%	N	%	N	%
Inclination to Express Emotions	43	31.6	47	34.6	34	25.0	2	1.5	3	2.2	7	5.1
Entry Level Occuptional Skills	40	29.4	49	36.0	13	9.6	6	4.4	3	2.2	25	18.4
Awareness of Environmental Issues	30	22.1	60	44.1	34	25.0	6	4.4	4	2.9	2	1.5
Items for which there was significant variation in stability/change perceptions among elementary level teachers, secondary level teachers, and administrators in response patterns:												
Satisfactory Performance in Standard Curriculum	77	56.6	33	24.3	2	1.5	2	1.5	6	4.4	16	11.8
Intellectual Value System	76	55.9	32	23.5	8	5.9	3	2.2	3	2.2	14	10.3
Ability to Use Abstractions	69	50.7	37	27.2	4	2.9	3	2.2	5	3.7	18	13.2
Interpersonal Competence	56	41.2	53	39.0	5	3.7	7	5.1	4	2.9	11	8.1
Positive Attitudes Toward School	46	33.8	69	50.7	5	3.7	6	4.4	6	4.4	4	2.9
Ability to Evaluate Materials, Ideas and Processes	44	32.4	61	44.9	6	4.4	4	2.9	3	2.2	18	13.2
Positive Self-Esteem	44	32.4	71	52.2	8	5.9	4	2.9	4	2.9	5	3.7
Teachers' Professional Development	40	29.4	87	64.0	6	4.4	2	1.5	1	0.7	0	0.0
Administrators' Professional Development	35	25.7	63	46.3	3	2.2	5	3.7	0	0.0	30	22.1